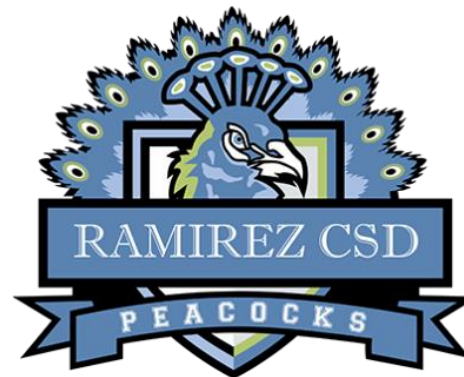


RAMIREZ COMMON SCHOOL DISTRICT

Early Childhood Board-Adopted Plans and Goals 2020 – 2024

Required by House Bill 3
Texas 86th Legislative Session



Approved on January 27, 2021

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Background Information



GOAL: By the year 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. The 60x30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources. The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The first goal of the plan, the 60x30 goal, aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. The goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state's large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population. The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

TEA's Plan

In keeping aligned with the state's 60x30TX goal, the School Finance Commission recommended establishing a Prekindergarten through 12th grade goal of at least 60 percent proficiency at TEA's 'Meets' standard at two key 'checkpoints' along the state's public PreKindergarten through 12th grade educational continuum:

- I. Sixty percent of all students meeting the state's 'Meets' standard at third grade literacy and math
- II. Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education, or (3) enlisting in the military

Early Literacy Plan

The Early Childhood Literacy Proficiency Plan seeks to provide students opportunities to achieve high standards of success in the area of literacy. In accordance with House Bill 3, the plan is intended to establish strength and foster foundational reading skills that are at the center of literacy development. In this plan, all student populations and special groups are considered and efforts to tailor instruction to address their particular needs. Recognizing that all stakeholders play a valuable role in the success of our students, this plan seeks to obtain input from all educator to develop a plan that solidifies expectations as set forth.

The literacy plan requires a continual review of the district's foundational instructional programs in Prekindergarten through grade 3 and instructional approaches utilized in the classrooms. A critical part of the plan will include analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems to prevent failure, particularly in literacy. Current instructional practices and programs that address the building blocks of literacy (i.e., phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing) will be evaluated to assure foundational skills are effectively addressed. Integration of approved reading diagnostic instruments will also be utilized to rely on the most valid and reliable sources of data in making instructional decisions for students.

In order to efficiently execute a campus-wide literacy improvement process, the district must plan accordingly and design campus based plans and goals aligned to the overall district expectations. The Board approved district plan will provide opportunities for professional learning for classroom teachers in literacy development through coordinated Literacy Academies. Literacy plans will be implemented, monitored, and evaluated on a periodic basis so as to make well-informed decisions in specific areas of instruction.

Texas Reading Academies / Kindergarten – 3rd grade

Each teacher and principal will be required to attend a reading academy by the year 2022-2023. Campus principal will ensure that all teachers attend professional development opportunities and have a good understanding of reading foundational skills, effective teaching practices, and assessments. Reading achievement academies will be aligned by our regional service center and a training calendar will be provided to all districts in Texas. More information will be provided by TEA relative to vetted staff that may assist with providing training.

There are two types of training implementation models that our school district may select from in order to provide quality staff development:

Blended Model: online modules and in-person training, delivered by a cohort facilitator, cohorts of participants, 60 hours of training, requires artifacts to be submitted to demonstrate competency, completed in 11 months.

Comprehensive Model: in person training, delivered by a cohort coach, one cohort at a time, requires artifacts to be submitted to demonstrate competency, completed in 11 months

The academies will focus on specific content related directly to the acquisition of foundational reading skills and the use of diagnostic reading data derived from assessments and screeners. Educators will gain insight on how to interpret results and how to use this data to effectively make data-based decisions on instruction in reading and meeting the learning needs of students. The content of the Reading Academies will be aligned with the 13 Science of Teaching Reading Competencies.

Adopting a Systematic Phonics Curriculum K-3 / Direct Instruction

The district may adopt a Phonics Curriculum as mandated by the Texas Education Agency or continue to utilize the current phonics program that is being implemented. Delivery of instruction in phonics instruction must be direct, systematic and conducted through a scientifically research-based program that incorporates foundational components of literacy:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Reading Comprehension

EARLY CHILDHOOD LITERACY BOARD OUTCOME GOAL 1:



The percent of 3rd grade students that score 'Meets Grade Level' or above STAAR Reading will increase from 17% to 60% by June 2024.

YEARLY TARGET GOALS						
2018	2019	2020	2021	2022	2023	2024
*	17%	COVID-19	30%	40%	50%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED (Current)	SPED (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco.Dis.	EL
2018	*	*	*	*	*	*	*	*	*	*	*	*	*
2019	*	17%	*	*	*	*	*	*	*	20%	*	17%	*
2020	COVID-19												
2021	*	30%	*	*	*	*	*	*	*	30%	*	20%	*
2022	*	40%	*	*	*	*	*	*	*	40%	*	35%	*
2023	*	50%	*	*	*	*	*	*	*	50%	*	45%	*
2024	*	60%	*	*	*	*	*	*	*	60%	*	60%	*

Progress Measure 1.1: The percent of Prekindergarten students that score ‘on track’ on the Circle PM literacy diagnostic will increase from 45% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
BOY - 45%	45%	50%	55%	60%

Progress Measure 1.2: The percent of Kindergarten students that score ‘on track’ on the TX-KEA will increase from 50% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
BOY – 50%	50%	53%	55%	60%

Progress Measure 1.3: The percent of First and Second grade students that score ‘developed’ on the TPR1 diagnostic will increase from 31% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
BOY – 31%	33%	40%	50%	60%

Mathematics Plan

Similarly to the literacy plan, the Mathematics Plan seek to establish a continual review of the district's foundational instructional programs in Prekindergarten through 3rd grade and the instructional approaches that are currently delivered in the classrooms. Analysis of student performance data, monitoring of progress, and the provision of time interventions and support systems to prevent failure in mathematics. The integration of effective mathematics diagnostic assessments will be incorporated to provide for valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of mathematics instruction.

EARLY CHILDHOOD

MATH BOARD OUTCOME GOAL 2:



The percent of 3rd grade students that score 'Meets Grade Level' or above STAAR Math will increase from 33% to 60% by June 2024.

YEARLY TARGET GOALS						
2018	2019	2020	2021	2022	2023	2024
*	33%	COVID-19	35%	40%	45%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	SPED (Current)	SPED (Former)	Cont. Enrolled	Non-Cont. Enrolled	Eco.Dis.	EL
2018	*	*	*	*	*	*	*	*	*	*	*	*	*
2019	*	33%	*	*	*	*	*	*	*	40%	*	33%	*
2020	COVID-19												
2021	*	35%	*	*	*	*	*	*	*	45%	*	38%	*
2022	*	40%	*	*	*	*	*	*	*	50%	*	45%	*
2023	*	45%	*	*	*	*	*	*	*	55%	*	50%	*
2024	*	60%	*	*	*	*	*	*	*	60%	*	60%	*

Progress Measure 2.1: The percent of Prekindergarten students that score ‘on track’ on the Circle PM math diagnostic will increase from 35% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
COVID-19	35%	40%	50%	60%

Progress Measure 2.2: The percent of Kindergarten students that score ‘on track’ on the TX-KEA math will increase from 35% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
COVID-19	35%	40%	50%	60%

Progress Measure 2.3: The percent of First and Second grade students that score ‘on track’ on the Renaissance STAR math diagnostic will increase from 35% to 60% by June 2024.

YEARLY TARGET GOALS				
2020	2021	2022	2023	2024
COVID-19	35%	40%	50%	60%